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ABSTRACT

This program paper discusses the growing need for early childhood services, describes public and private efforts to address the issue, and outlines related plans of the Ford Foundation in 1989. After describing changes in the work force and benefits of child care programs, contents focus on: (1) programs parents now use; (2) present funding patterns; (3) the quality of services; (4) the supply of services, regarding the schools, private-public partnerships, family support services, and resource and referral agencies; (5) past support of the Ford Foundation; and (6) proposed Ford Foundation funding. The foundation's funding plan consists of three main components, which will be implemented over a 3- to 5-year period. The first entails support for research, policy analysis, and information dissemination to assist policy and program development at the national, state, and local levels. The second funds the design, immplementation, and evaluation of demonstration projects aimed at increasing the supply of family day care for infants and toddlers. The third involves support for the development, implementation, and evaluation of training to enhance the quality of all types of programs. Each component is discussed. A total of 35 references are cited, and 41 Ford Foundation grants for early childhood programs from 1983 through 1988 are listed, by grantee, title (including duration and starting date), and amount. (RH)

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PREFACE

One of the most striking characteristics of late twentieth-century America is the dramatic increase in the number of mothers working outside the home, particularly those with young children. The United States now has some nine million children under age six whose mothers are in the labor force. Projections show that women will constitute a growing proportion of the work force, reaching fifty percent before the end of the century. The increasing labor-force participation of mothers with young children as well as accumulating evidence of the benefits of early childhood education and care for preschool children have stimulated a widespread demand for services, particularly for low-income families. Whether families have one or two wage earners, and even when some form of child care is available, the parents often experience difficulties in trying to meet their dual obligations at work and home. Because there has been little diminution of women's traditional housekeeping and care-giving responsibilities, this balancing act is particularly difficult for women. Moreover, since people are living longer, many families are caring for elderly relatives as well as children.

These trends present a great challenge to government policy makers, employers, social service providers, educators, and the families themselves, especially those at the lower end of the income spectrum. To help define and address this challenge, the Ford Foundation is embarking on two related efforts—one directed at creating more choices for families trying to balance work and family responsibilities, and the other addressing the growing need for early childhood services. Two papers describing proposed grant making in these areas were recently presented to the Foundation's Board of Trustees and are now being published as companion volumes: *Work and Family Responsibilities: Achieving a Balance* by June Zeitlin, program officer in the Human Rights and Governance program, and *Early Childhood Services: A National Challenge* by Shelby Miller, program officer in the Urban Poverty program. After discussing the respective chal-

lenges, the papers describe public and private efforts to address them and then outline the Foundation's plans. Over the next few years we hope that these two interrelated programs will help public and private institutions devise more options for women and men trying to meet the multiple demands of work and family life.

Susan V. Berresford
Vice-President
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THE NEED FOR EARLY CHILDHOOD SERVICES

Child care and early childhood education traditionally have been considered separately because of their different constituencies, objectives, providers, and funding sources. The term "child care" usually describes full-day services for children from infancy up to elementary school age. Early childhood education programs, sometimes called nursery schools, operate for part of the day and were originally designed to enrich young children's social and cognitive development before they entered kindergarten. In this paper, and increasingly in the public debate, the two types of services are treated as complementary aspects of a broader service—early childhood programs.

The demand for high-quality child care and early childhood education in the United States has been growing for many years, influenced by a variety of social, economic, and political changes in American society. Chief among them is the large increase in the number of women in the paid labor force who are mothers of young children. Another contributory factor is the growing public awareness of the long-term benefits of quality programs, particularly for children from low-income families.

Changes in the Work Force

In contrast to the standard practice of a few decades ago, when mothers of preschool children were expected to stay home with them, today nearly three out of five mothers with children under six work outside the home. The increase in working mothers is most dramatic among those with children under three. This group of employed women is the fastest-growing segment of the work force, having more than doubled since 1970.

The United States now has some 9 million children under age six whose mothers are in the labor force. The need for child care, however, is not limited to children whose parents are working. The children of mothers and fathers who are searching for employment or are in job-training or educational programs may also need everyday care. Though data on the supply of and demand for child-care services are inadequate, experts in the field generally agree that licensed care for infants and toddlers is insuf-

ficient, and that despite extensive programs for three- to five-year-olds, many of the latter programs offer services for only part of the day and are more expensive than most parents can afford. In addition, the quality and consistency of arrangements many parents are able to make for their children's care are often less than ideal. By 1995 the estimated number of preschool children requiring care will have reached 14.6 million. A sizable proportion of children ages six to thirteen whose mothers and fathers are employed will also need supervision before or after school each day.

The lack of child care continues to be a barrier to employment for many women. Approximately 25 percent of the non-working mothers of infants and toddlers report they would look for work if affordable child care was available. Two-thirds of the single mothers receiving Aid to Families with Dependent Children in the State of Washington surveyed recently cited child-care responsibilities as a primary problem in seeking and keeping jobs. More than three-fourths of those who had stopped looking for work reported problems with child care as the reason.

In addition to the increased proportion of working mothers with young children, the need for child care has been affected by the growth in the number of single-parent households, particularly those headed by women. This growth is expected to continue. By 1990 there will be 8.9 million children under age ten living in single-parent households, an increase of 48 percent from 1980. Lacking the assistance provided by spouses, many single parents must use more nonfamilial care than those in two-parent families. Because of limited financial resources, many single parents must resort to lower-quality care and patchwork arrangements more often than affluent families. The special child-care needs of single-parent families, which service providers and policy makers are just beginning to address, will require substantial changes in policies and programs in the near future.

Although the U.S. birthrate is now fairly stable, the demand for child care is expected to continue to grow as more mothers enter the work force, as men and women are required to seek training or employment as a condition of receiving public assistance, and as the number of single-parent households grows. Consumer demand will be greatest for infant and toddler care. By the year 2000, four out of five American infants under one year old will have mothers in the work force. The gap between the number of children needing child care and the availability of quality services, particularly for infants and toddlers from low-income families, is expected to be sizable.

Program Benefits

Evidence is accumulating that high-quality child-care programs provide short- and long-term benefits, especially for children from low-income families. This conclusion differs from that of research conducted in the 1950s and 1960s when studies generally focused on the question "Is day care bad for children?" Most of those studies compared children who spent part of the day in day-care centers with those at home all day with their mothers. Though few consistent differences were found, full-time care by mothers was assumed to be the ideal environment for fostering children's development.

Today's evidence suggests, however, that children placed in quality care outside the home develop as well as children in the full-time care of their mothers. Partly as a result of this new understanding, the public has become less concerned about the effects of out-of-home nonparental care on children, except for infants. Discussions now focus on what constitutes quality child care rather than on whether mothers of young children should be employed.

A complementary body of research points to the positive long-term effects of early childhood education, especially for children from poor families. Participation in quality preschool programs can not only reduce such children's risk of being kept back for more than one year in school, but also enhance their academic performance through high school (Consortium for Longitudinal Studies, 1983). Two studies are particularly noteworthy: one on the Perry Preschool Project conducted by the High/Scope Educational Research Foundation in Ypsilanti, Michigan, the other on New York City's Prekindergarten program carried out by the Institute for Developmental Studies of New York University. These studies are among the few that followed children from low-income families who participated in high-quality, early childhood education from preschool through adolescence. The findings indicate the lasting positive effects of early intervention on rates of high school completion, participation in college or vocational training, and employment. The High/Scope research suggests that children who have had preschool education require less remedial or special education in the elementary and high school grades.

As the results of this research have become better known, there has been a substantial increase in the number of children enrolled in preschool programs, an increase, however, that has been most pronounced for children from middle- and high-income families. Children from low-income

families are disproportionately represented in day-care programs that have less well developed educational components. Developmental psychologists, early childhood educators, and children's advocates are concerned about the perpetuation of a tiered system of services based on income, which leaves some poor children in programs of poor quality.

PROGRAMS PARENTS NOW USE

Data on the kinds of early childhood programs parents currently use are presented in Table 1. Though the best available data are from 1982 and the arrangements used may not have varied much since then, the actual number of children in programs has risen substantially. Relatives and family day-care providers account for nearly 70 percent of all nonparental care for infants, toddlers, and preschoolers; babysitters and group care staff provide the remaining 30 percent. These data do not show, however, that an estimated 15 percent to 20 percent of parents of preschool children use multiple child-care arrangements—a pattern that was relatively unrecognized until recently.

From these data, four generalizations may be made, each of which helped to inform the Foundation's planning:

The child's age is a major determinant of the type of care parents select. When their children are infants or toddlers, most parents rely on relatives and family day-care providers; parents increasingly depend on group care as the children grow older.

Reliance on informal types of care by relatives and friends is declining, and more parents are turning to center-based programs and family day care.

The amount of time parents work is predictive of the type of care they use. Part-time workers rely more on care in their own homes by nonrelatives. Full-time workers rely more on relatives or family day-care providers.

Family day care is the most frequently used form of out-of-home care, accounting for nearly half of all regulated and unregulated child care in the United States.

Family day care is an attractive and financially viable solution for many families, chosen by nearly 90 percent of those with infants and a sizable proportion of those with preschoolers who select out-of-home arrangements. Despite recent efforts to enhance the supply and quality of family day care, it remains in short supply and receives less attention and public

TABLE 1
Percentage of U.S. Children in Four Types of Non-parental,Non-sibling Care Arrangements While Mothers Are Working, 1982

Age of Children	Relative Care	Non-relative in Home	Family Day Care	Group Care	Number of Children
Parents Employed Full Time					
1 year	43%	6%	44%	7%	530,000
1-2 years	29%	8%	45%	18%	1,400,000
3-5 years	30%	8%	28%	34%	2,100,000
					4,030,000
Parents Employed Part Time					
1 year	32%	35%	27%	6%	190,000
1-2 years	54%	15%	24%	7%	700,000
3-5 years	37%	16%	25%	22%	920,000
					1,810,000
All Employed Parents					
1 year	40%	13%	40%	7%	730,000
1-2 years	37%	11%	38%	14%	2,100,000
3-5 years	33%	10%	27%	30%	3,000,000
Total					**5,830,000**

Source: Unpublished tabulations from the National Survey of Family Growth, Cycle III, presented in Hofferth and Phillips, 1987. Does not include care provided by nuclear family members or self-care. Categories may not add up to 100 percent because of rounding.

funding than center-based care. In addition, many providers of family day care lack formal training. Given parents' heavy reliance on family day care, it would seem to be a promising subject for Foundation funding.

Employers, churches, and schools are increasingly sponsoring child-care programs. Of these, employer-sponsored care serves less than one percent of the eligible population; churches serve as many as forty percent of all children in center programs; and public schools, which have become the centerpieces of many states' early childhood initiatives, currently offer some programs before kindergarten in more than two-thirds of the states .

In 1985, recognizing the increasing involvement of the schools, the Foundation collaborated with Carnegie Corporation in supporting a study of public school programs for preschoolers conducted by the Bank Street College of Education. The study surveys state and local programs for young children, and describes the operations and effects of thirteen programs on both families and children, school personnel, and child-care providers. The study data suggest that a wide variety of programs operate in the public schools but that the schools do little to accommodate working parents. Only 12 percent of the programs surveyed provide full-day services, and few programs enroll all children four years old or younger. Many

limit participation to children who are physically or mentally handicapped or believed to be at risk of later school failure. Policy making for these programs tends to be centralized at the state level, and local coordination between early education programs and child-care advocates and providers is often nonexistent.

In future, public schools will play an increasingly important role in early childhood programs. There is, however, major disagreement about the nature and scope of that role, and the schools' relationship to other service providers, families, and the surrounding communities. Advocates for an expanded role for the schools point to their assets: their links to the tax base and other sources of funding, their trained and licensed staff, and their facilities. Opponents, predominantly from the day-care community, argue that the schools will simply transfer their programs for five- and six-year-olds to younger children rather than address the younger group's specific developmental needs; that the schools will be unresponsive to the needs of working parents for longer program hours; and that child-care providers, many of whom are low-income minority women lacking formal education, will be excluded from working in school programs. In view of the Foundation's early investment in research on these questions and the current opportunity to inform the policy debate, schools are another logical target for Foundation funding.

PRESENT FUNDING PATTERNS

The costs of different types of early childhood programs and the availability of funds influence the supply and demand for quality care. Child-care services, now a $20 billion-a-year industry, are the fourth largest expenditure for families with children after food, housing, and taxes. Parents pay the majority of child-care costs themselves. The remaining costs are paid by federal, state, and local programs.

The federal government is the major source of nonfamilial funding for child care and early childhood education programs. Federal initiatives include Head Start, a major program for low-income families; the Social Services Block Grants, which subsidize child care for parents with incomes below certain levels established by the states; the Child Care Food Program, which provides funds to the states to start and maintain food-service programs for children in public or private care; and two tax provisions—the dependent-care tax credit, which, depending on family income, ranges from 20 percent to 30 percent of child-care expenses up to $2,400 a year per child, and the employer child-care tax provisions, which allow deductions to be made from an employee's salary and used tax-free for child care.

Table 2 summarizes federal expenditures for child care in 1980 and 1986 and permits comparisons between those years. With the exception of the tax credit, which primarily benefits middle- and upper-income families, federal funds in recent years have not kept pace with inflation or with families' growing need for assistance. Funding for Head Start, for example, has grown over the past few years, from $766 million in 1980 to a little more than $1 billion in 1986, but only about one-fifth of the children eligible for Head Start programs are able to take part in them.

States have now assumed leadership in providing early childhood education and care. They are responding to an increase in low-income families needing publicly financed care, to cuts in federal funding, to the lack of federal regulations and policy direction, and to new authority resulting from block grants. Some states have made financial commitments to day care, others to early childhood education programs, and many have increased appropriations for both types of services.

California and New York have longstanding commitments to funding a variety of programs for young children, and support has been growing in

TABLE 2
Federal Expenditures for Child Care*
(in millions)

Programs	1980	1986
Title XX (Social Services Block Grants)	$ 600[a]	$ 387[a]
Head Start	$ 766[b]	$1,040
AFDC Disregard (Title IV-A)	$ 120[c]	$ 35
Child Care Food Program	$ 239[a]	$ 501[a]
Title IV-C (WIN)	$ 115[d]	—
ARC (Appalachian Regional Commission) Child Development	$ 11[b]	$ 1
Tax Savings from Employee Benefit Plans	—	$ 110[e]
Dependent-Care Tax Credit	$ 956[a]	$3,410[a]
Total	$2,807	$5,484
Total Without Tax Credit	$1,851	$2,074[f]

[a] Estimate provided by the Administration for Children, Youth and Families.
[b] Testimony of the Deputy Assistant Secretary for Social Services, "Child Care: Beginning a National Initiative." Washington, D.C.: Government Printing Office, 1984.
[c] E. Duval, et al. "AFDC: Characteristics of Recipients in 1979," *Social Security Bulletin*, Vol. 45, No. 4, 4-19.
[d] Congressional Budget Office (CBO).
[e] CBO, based on Joint Tax Committee estimates.
[f] Since the inflation rate was 31 percent between 1980 and 1985, according to CBO, this total would have had to be $2,425 to sustain the 1980 direct expenditure level.
* Taken with modifications from *Child Care: Facing the Hard Choices*, by Alfred J. Kahn and Sheila B. Kamerman. Dover, Mass.: Auburn House, 1987.
Note: State and local education and social service expenditures are not included in the table.

other states. In the past three years, legislation has been passed in seven states (South Carolina, Texas, Maine, Washington, Massachusetts, Illinois, and Ohio) authorizing statewide preschool programs. In 1986 Florida approved a $10 million increase for child care and also made more families eligible for subsidized care; and in 1987 New Jersey provided an additional $15 million for child care, increased reimbursements to providers, and established a statewide clearinghouse and three regional resource centers to assist parents and disseminate information about care.

A few states and cities have found innovative ways to generate funds for early childhood services. Iowa reserves a portion of state lottery revenues for the start-up costs of infant and school-age child care, resource and referral services, and employer-sponsored programs. San Francisco requires developers either to include child-care facilities in their plans or contribute to a citywide child-care fund. Despite recent increases in state and local funding, however, there continues to be a major lack of affordable, quality child care.

THE QUALITY OF SERVICES

The quality of early childhood services is critical because of its likely long-lasting consequences for children's physical, cognitive, and social development. Services also affect parents' overall levels of stress as they try to meet the demands of work and family life. Available data suggest that quality varies greatly according to a program's sponsorship, funding, staff-child ratios, and staff qualifications, and the nature of the physical space available.

The major methods of ensuring quality services are regulation, credentialing, and training. The extent to which each has been used varies state by state. Regulation has been the most common method, although many center-based programs run by proprietary and nonprofit organizations are minimally regulated. Centers receiving public funding are more likely to be regulated.

There is currently no federal system of regulation. Most states have regulations for center-based care and about half have standards for family day care. These often include measures to ensure building safety and staff health. Some require previous staff education or training and nutritional standards. State regulations vary enormously regarding which providers are covered and what is required. In recent years, nearly half of the states have updated their requirements for centers, most often reflecting increased knowledge about ways to improve quality (lower child-staff ratios for infant care and ongoing staff training, for example).

Even with these regulations, inadequate funding for inspections and lax enforcement raise questions about whether the regulatory process achieves its objectives, drives some providers "underground," raises costs unnecessarily and thereby contributes to the shortage of child-care services. As a result, some now advocate less rather than more regulation, citing its typically high cost and the desire by some communities for less government intrusion and more local autonomy.

Another method of ensuring the quality of child care is to require that care providers have proper credentials. They may be obtained by completing training programs or proving relevant past experience. The federal government's effort in this area is the Child Development Associate (CDA) National Credentialing Program, now administered by the National Center for Clinical Infant Programs and the National Association for the

Education of Young Children (NAEYC). Started in 1972, the credentialing program's initial focus was on staff in center-based programs serving preschool children. Only more recently has a credentialing procedure been established for family day-care providers, home visitors, and teachers of infants and toddlers in centers. To date, approximately 14,000 CDA credentials have been awarded. Eighty percent have gone to Head Start teachers for whom funding was available for the credentialing process.

In the past few years, the Administration for Children, Youth and Families of the Department of Health and Human Services has reduced its role in the CDA program and shifted responsibility for its implementation to the states. In addition to the federal government's reduced role, obstacles to expanding the CDA program include its cost—an average of $1,300 to $1,800 per person—and the fact that it offers neither immediate financial incentives nor greater recognition to those who complete the program. Thus, it is questionable whether CDA will grow much beyond its current level.

Recently, NAEYC has developed another model, which offers care givers an alternative to government credentialing. NAEYC's system involves the voluntary participation of program staff members in a series of activities that include self-assessments, validation visits by NAEYC staff members, and review by an accreditation committee. Little research has been conducted on the effects of these activities, and currently neither public interest in them nor center staffs' perceptions of their benefits appear high.

Although efforts to ensure quality through regulation and credentialing seem worthwhile, staff training with or without subsequent credentialing appears to be a better way to improve the quality of child care. A Foundation funding effort focused on training could make a large contribution to improving the quality of child-care services. Two of the most noteworthy studies showing the positive effects of formal staff training are Abt Associates' National Day Care Study (1979) and the Ypsilanti Preschool Curriculum Demonstration Project conducted by the High/Scope Educational Research Foundation (1978).

Findings from the Abt study indicate that the key variables affecting the quality of day-care center programs are the training of teachers or other care givers, specifically in early childhood education and child development, and class size. In classes supervised by staff with education or training in child development, teachers spent more time interacting with the children, and the children showed more cooperation, greater persistence in completing tasks, and more frequent involvement in class activities. In centers where teachers or care givers had received training, the children also made greater gains on tests of intellectual functioning. For infants and

toddlers, the centers' staff-child ratios along with teacher or care-giver training and group size were the significant influences on both the behavior of the care givers and the children's development.

The High/Scope researchers focused on the effects of different types of preschool curriculum models to determine which aspects of teacher-child interaction were more important predictors of quality. The style of teacher-child interactions and the types of activities occurring in the preschool classrooms were found to influence low-income children's social development over time. Children who participated in programs with child-initiated learning instead of didactic, teacher-oriented approaches showed the greatest positive long-term effects. Particularly striking were the self-reports of twice as many delinquent acts in adolescence by the group that had attended the preschool using the didactic approach as compared with those who had participated in the other programs.

With partial funding from the Foundation, the High/Scope Educational Research Foundation is now operating the Training of Teacher-Trainers Project, which is based mainly on the child-oriented curriculum approach. Two thousand teacher-trainers nationwide from a variety of early childhood programs, including day-care centers, Head Start sites, public school classrooms, and family day care, will be involved in the project during the next few years. Teacher-trainers participate in thirty-five days of training organized in seven five-day sessions over a ten-month period. In between these sessions, they develop local demonstrations where they practice what they are learning. High/Scope staff and others periodically visit the demonstrations to observe the trainers' proficiency. Once trained, each teacher-trainer is capable of preparing up to twenty-five teachers or care providers each year to implement the curriculum in their own early childhood programs. Funding for the project, which totals $13 million, has been provided by more than 100 contributors, including the federal Head Start program; state and local governments; national, regional, and local foundations; and corporations.

To ensure the quality and continuity of the training process, High/Scope is compiling a registry of approved trainers and certified teachers. In addition, High/Scope's research arm is evaluating the training project. Through the evaluation, High/Scope's staff will be able to examine program effects on larger numbers of children than was possible in earlier studies and analyze all aspects of the curriculum in a range of early childhood programs. The evaluation will also provide the assurance of program quality for future dissemination efforts. Through the training process, the registry, and evaluation, a national training system will be established to help ensure the quality of early childhood education and care. The system

will reach large numbers of children, provide staff training in a reasonable length of time, develop local expertise, and establish mechanisms for the continuing enhancement of program quality.

Research findings on the factors that predict the quality of family day care parallel those for day-care centers, although they are not as strong or consistent. The results suggest the importance of care giver training and of affiliation with a larger child-care system such as a resource and referral network or day-care provider association. Care givers who had received training in child care and development were found to provide more cognitive stimulation to the children than care givers with no training. Such stimulation occurred almost 50 percent more often in family day-care homes that were part of a broader system than in homes without that affiliation.

Cognizant of these findings, the Foundation has granted funds to Bank Street College to develop and disseminate audiotapes that address family day-care providers' needs for information about health and safety, nutrition, and cognitive and language development. Bank Street is co-producing the tapes with the Child Care Action Campaign and John Merrow Productions. Using vignettes from family day-care homes based on materials from the CDA national credentialing system, the tapes promise to be a relatively low-cost and effective way of reaching child-care providers. Early tape modules have been favorably received by family day-care providers and specialists in child care and development.

THE SUPPLY OF SERVICES

Another influence on Foundation funding has been the recent increase in efforts to expand the supply of early childhood programs. These efforts include the development of school-based models, private-public partnerships, resource and referral services for parents and providers, and family support programs.

The Schools

As previously noted, more schools are sponsoring early childhood programs. To better understand the role the public schools are playing in this development, the Foundation supports the Bank Street College survey described earlier as well as research on school-based initiatives in one city —New York—and two states—Missouri and Arkansas. The initiatives differ in their sources of funding, target groups, objectives, staffing, and duration.

In New York City, Bank Street College is documenting the first year of Project Giant Step. Financed by city tax levies and state funding for pre-kindergarten programs, Project Giant Step has created some seventy-five new classrooms with half-day programs for 3,000 four-year-olds. What sets this project apart from other publicly supported pre-kindergarten programs is that it is being implemented in three separate settings: Head Start, publicly funded day-care centers, and the public schools. These settings traditionally have had different functions and have served different populations. Using all three in Project Giant Step allows New York City to build on the relative strengths of each—something that has been frequently discussed but never implemented on such a large scale—and creates a unique opportunity to test ways to facilitate useful collaboration. Bank Street researchers are investigating such issues as staff recruitment and curriculum that are of interest to those in other jurisdictions exploring similar efforts to expand the supply of early childhood services.

The State of Missouri's Department of Elementary and Secondary Education, with partial support from the Foundation, has developed detailed plans for training, research, and evaluation activities related to its Parents as Teachers Project, which is designed to help parents improve their skills and learn new ways of fostering their children's development.

Funded by the state, the project is being implemented in all 543 school districts and is serving over 30 percent of parents with young children. Child development specialists employed by local school districts periodically visit parents and their infants or toddlers in their own homes, starting soon after birth and continuing until the children enter school. Group activities in the schools' facilities help connect families to the public schools early in their children's lives. An evaluation of the project conducted after its first year of operation showed that, in contrast to a comparison group of other three-year-olds, the participating children were more advanced in language development, had made greater progress in problem-solving, and demonstrated other skills predictive of later school achievement.

The State of Arkansas has also initiated a home visiting program for parents and children in low-income families. Modeled on Israel's Home Instruction Program for Preschool Youngsters, which began in 1969, the Arkansas project is run in partnership with local school systems at ten sites. The project gives mothers or other family members materials designed to promote young children's acquisition of language and mathematical skills. The mothers use the materials with their four- or five-year-olds for thirty minutes a day over two years. Paraprofessional educators visit the participating families' homes each week to distribute and review the materials. Every other week, groups of mothers or other care providers meet with the educators to discuss new curriculum components as well as issues or problems related to child development and childrearing. The Foundation has assisted the program's development and evaluation through several small grants to Arkansas Advocates for Children and Families and the National Council of Jewish Women.

Private-Public Partnerships

Private-public partnerships are a relatively new method that states and cities are using to finance and operate early childhood programs. In some cases, the schools are involved in the collaborations. One such program, which has attracted a great deal of recent attention, is the Center for Successful Child Development in Chicago, usually called the Beethoven Project because of its relationship with the nearby Beethoven Elementary School. Located in a housing project, the program is funded by the Illinois Department of Health and Human Services, by the philanthropist Irving Harris, and by other private donors. The major goal of the Beethoven Project is to prepare children for success in school. It begins with comprehensive prenatal and infant health care, and goes on to include home visiting, parent education, family counseling, and child care.

A few states, including New York, Massachusetts, and Illinois, have used another increasingly popular type of private-public collaboration to expand the supply of child care. It involves the use of loans, typically made to day-care centers or preschools for expansion rather than start-up costs.

New York State's involvement in loans for day-care centers dates to 1969 when legislation was passed permitting centers to borrow for construction. The state used funds generated by the sale of bonds issued through the Housing Finance Authority to guarantee mortgages issued to centers by banks. The centers' mortgage payments were financed by fees for services. Five large, privately operated centers were constructed in New York City as a result of this lending program. No defaults on any of the mortgages have been reported.

The Chicago Community Trust's Loan Project, operated in collaboration with the Illinois Department of Children and Family Services and the Day Care Action Council of Illinois, works quite differently. The trust provides the loan money; the department increases the dollar amounts of its contracts with the centers borrowing money, as well as the numbers of children expected to attend the centers; and the council provides technical assistance to center staff. Included in the project are centers that care for infants, preschoolers, and school-age children. During the project's first year, ten centers were awarded loans of up to $50,000, with funds used for expansion rather than for site procurement or construction.

Recently, the State of Maine, in partnership with the federal government, the Foundation, and several other private donors, launched the Child Care Development Project. Administered by Coastal Enterprises, a community development corporation, the project aims to stimulate the growth of affordable quality child care, particularly for families with low incomes, by combining financing with business counseling and training in early childhood education and care. Grants and loans for a minimum of thirty family day-care homes and centers will be available over the next two years for start-up and expansion purposes, creating at least 250 new child-care slots. An evaluation will be conducted by the University of Southern Maine's Child and Family Institute to help determine the project's potential replicability.

Family Support

Another area of innovation by the states is in family support services. These programs characteristically promote child development by enhancing both the family's childrearing and the community's response to the

family. The programs are community based; they provide information, emotional and social support, and such other assistance as transportation and referrals; they emphasize prevention; and they have developed innovative ways to use paraprofessionals, volunteers, and information networks (Weiss and Jacobs, 1987).

Funded through a variety of means, family support programs have used different ways to deliver services: drop-in centers and group meetings at schools or social service agencies and home visiting by trained teachers, early childhood educators, or paraprofessionals. During the past decade, states have become increasingly interested in family support programs to meet the multiple needs of young families and reduce the stresses families face. Several states, including Minnesota, Maryland, and Missouri, have initiated statewide family support programs.

The Foundation is supporting evaluations of Missouri's and Maryland's programs to glean information for state and federal policy makers and human service administrators about the programs' operations and effects so they may better understand the place of family support in early childhood programs and publicly funded social services. The two programs differ significantly in their funding, auspices, location, and range of services. Missouri's model, Parents as Teachers, discussed earlier, is funded through the state's Department of Education, and run in conjunction with local elementary schools. The Missouri program is available to families of all socioeconomic levels and is focused on early child development. Maryland's model is funded by the state's Department of Human Resources and operates at various locations, including churches, housing projects, schools, and social service agencies. It is targeted to young parents and includes a range of services—education, job training, health care, social support, and child care—all aimed at increasing the parents' long-term self sufficiency and enhancing their children's development.

Family support programs are now at a crossroads. New models are developing and data are beginning to accumulate on existing programs. The work of the Harvard Family Research Project, partially supported by the Foundation, has substantially increased knowledge about the role of the states and the schools in family support programs. The role of family support programs in early childhood services and in welfare reform will be a major emphasis of the Foundation's funding for research and policy analysis. A conference of state program administrators, policy makers, and evaluators planned for the spring of 1989 is being organized by the Center for the Study of Social Policy, with partial funding from the Foundation, to address the issues related to publicly funded, statewide family support initiatives.

Resource and Referral Agencies

Child-care resource and referral networks, which grew rapidly in the 1970s and 1980s, aim to improve parents' access to licensed care providers, increase the amount of affordable licensed care, and enhance the overall quality of care. More than 6,000 organizations in the United States now provide such information and referral. Among the exemplary programs are those that manage the U.S. Department of Agriculture's Food Program for day-care providers, purchase supplies and materials for groups of providers, and offer in-service training to providers and specialized services to groups of parents. Early on, those involved in resource and referral networks devoted much of their time and energy to developing and maintaining lists of child-care providers. More recently they have been working to enlarge the supply of providers and to enhance the quality of care and education in centers and family day-care homes.

Resource and referral agencies' supply-building efforts are important to study and possibly replicate. Many of these agencies have reached a level of funding and operational stability where they are able to take on new projects and assume leadership in their communities. They have also organized into a national association, which is expected to have a strong voice in the development of new child-care policies and programs. Finally, resource and referral agencies have great potential for reaching family day-care providers.

One particularly well-documented and successful supply-building program is the California Child Care Initiative. It was started in 1984 to determine whether resource and referral agencies could successfully increase the supply of family day care. The initiative is a public-private partnership of more than thirty federal, state, and local governments, corporations, and foundations, led by the BankAmerica Foundation and administered by the California Child Care Resource and Referral Network. The initiative funds local resource and referral agencies and assists them in a four-stage supply-building process: assessing the supply and demand for child care, targeting shortages of specific types of care, recruiting and training individuals who can be licensed to provide the care needed, and offering them assistance in getting licensed and starting operations. The initiative's $1.2 million pilot phase (from 1985 to 1987) involved six participating resource and referral agencies, licensed more than 230 new providers, and created more than 1,100 new child-care spaces. Currently, the initiative is funding sixteen agencies in ten counties in California, with the goal of adding another 640 family day-care homes. With recent support from the Foundation, the California Child Care Resource and Referral

Network is offering training to other agency staff and potential care providers in California. It is also working with national child-care, administrative, and funding experts in a statewide planning process to replicate the initiative nationwide by 1990.

Taking a different approach to building family day care, Save the Children's Southern States Office, a large resource and referral agency in Atlanta, has joined with the Christian Council of Metropolitan Atlanta and neighborhood churches to form the Neighborhood Child Care Network Project. Its goal is to increase the supply of family day care for low-income families in neighborhoods most in need of services, and to enhance the quality of care at both day-care centers and family day-care homes. Local child-care committees have been created to mobilize church and other leaders to address the needs of care givers and low-income parents. Support services offered to family day-care providers include individual and group training; help in securing toys, supplies, equipment, and home improvements; and assistance in forming a day-care association. On-site training and consultation are also available to day-care center staffs, and low-income parents are being helped to use the resource and referral agency's services. The pilot phase of the Network Project is under way in several Atlanta neighborhoods. Data from its evaluation will be available in 1990, which will provide direction regarding the project's possible replication.

Other local efforts include the Neighborhood Child Care Initiatives Project in New York City. Coordinated by Child Care, Inc., with support from the American Express Foundation and Carnegie Corporation, it finds sponsors for local family day-care networks, recruits providers and offers them a nine-week training course, and helps them prepare for certification. To date, six community networks have been established with 200 new providers. In Portland, Oregon, Portland State University and the Community Child Care Council are experimenting with a "community shares" concept in which employers help to underwrite a computerized resource and referral service for the entire community, as well as the purchase of specialized services for their employees.

As noted, many promising innovations are under way that warrant monitoring, evaluation, and possible replication. Five major trends in early childhood services have influenced the Foundation's approach: 1) the importance of family day care, particularly for infants and toddlers; 2) the increasing role of the schools in programs for preschool children; 3) the transfer of leadership from the federal government to the states; 4) the emergence of resource and referral agencies as a means of increasing the supply of child care and improving its quality; and 5) the growth of family

support programs, reflecting parents' need for information about child development, whether or not their children are enrolled in child-care programs or preschools. The Foundation's approach has also been influenced by its and other funders' experiences in early childhood development, education, and care.

PAST FOUNDATION SUPPORT

The Ford Foundation's funding in early childhood education and child care during the 1970s and early 1980s is described in *Minding the Children: Ford Foundation Assistance to Child-Care Programs.* Grants were made for such purposes as experimentation with promising models, research, curriculum development, and policy analysis. Child-care grants were considered central to the Foundation's interest in increasing women's economic self-sufficiency.

Grants in the early 1970s aimed to strengthen the capacities of several national organizations to assist the child-care community through public policy analysis, monitoring of federal and state programs, advocacy, and the dissemination of information. Grantees were the Day Care and Child Development Council of America, the National Black Child Development Institute, and the Day Care Consultation Service. Assistance also went to Wellesley College's Center for Research on Women for its School-Age Child Care Project, which aimed to stimulate more child-care programs; and to some two dozen scholars for literature reviews, conference attendance, and research.

Following President Nixon's veto of comprehensive child-care legislation (the Economic Opportunity Amendments of 1971), the Foundation shifted its grant-making focus to community programs. Four information and referral services received Foundation grants: the Child Care Switchboard of the Children's Council of San Francisco; the Cambridge-Somerville Child Care Resource Center in Massachusetts; the Preschool Association of the West Side of New York City, and the Chicago Child Care Task Force. From 1978 to 1981 the Foundation joined with the federal Office of Child Development (now the Administration for Children, Youth and Families) in supporting Project Connections, a large-scale, multimillion-dollar research and demonstration project on information and referral systems. Project Connections, managed by the American Institutes for Research, represented the first national effort to develop a systematic body of knowledge about the functions and effects of different types of information and referral services, and to relate those findings to current and potential public policies.

By the late 1970s Foundation support for early childhood education and care had been reduced substantially. Federal leadership and funding

had diminished, and state efforts were for the most part undeveloped and uncoordinated. The Foundation chose to redirect its efforts to issues on which a more substantial effect seemed possible: teenage pregnancy prevention and maternal and child health in high-risk families.

In 1986 the Foundation returned to the issues of early childhood education and care. The return was stimulated by the report of the High/Scope Educational Research Foundation on the beneficial long-term effects of the Perry Preschool Project in Ypsilanti, Michigan. The Foundation was also influenced by the increasing role of the public sector in early childhood programs, and by the public's acknowledgment of the need for quality child-care services. Foundation staff began to review the literature, consult experts, search for promising models, and assess the contributions of other foundations and various levels of government.

During the past decade, only a few other funders have focused on the needs of young children, and even fewer have made early childhood education and care a priority. The William T. Grant and Spencer foundations have long supported research on the healthy psychological and social development of children. The Robert Wood Johnson Foundation has given major support to demonstration programs designed to improve access to health care by children from poor families and to enhance the development of low birthweight and other high-risk infants. Several smaller national philanthropies, such as the Foundation for Child Development and the A. L. Mailman Family Foundation, as well as a few regional and local foundations, like the Fred Meyer Charitable Trust, have supported a wide range of organizations engaged in research and activities focused on young children.

Carnegie Corporation of New York and the American Express Foundation are among the few national foundations that have made substantial commitments to early childhood programs. Carnegie has supported such research and evaluation as the High/Scope studies, the development of training and credential programs for family day-care providers, and technical assistance to states beginning early childhood education activities. American Express has centered its grant making on increasing the supply of family day care.

PROPOSED FORD FOUNDATION FUNDING

In March 1988 the Foundation's Board of Trustees approved a three-part funding plan for early childhood services. It reflects eight assumptions:

- To function effectively as parents and employees, parents need early childhood services for their infants, toddlers, and preschoolers.
- Children can benefit from early education.
- Services for young children should be coordinated on a community-wide basis that addresses both parents' and children's needs.
- Parents and program staff should work together to assure that both parents' and children's needs are being met.
- Mechanisms for increasing the supply of programs must be carefully developed, evaluated, and promoted. Many groups must be involved, but the public sector, specifically the federal and state governments, should assume the coordinating function.
- Any supply-building efforts should focus on those most in need—low-income families with infants and toddlers.
- Quality services for all children should be encouraged and maintained. Quality should not be an afterthought to supply-building nor should it be limited to those who happen to be born into families with higher incomes.
- The ages of the children in need of services should be a central factor in the development of programs, policies, and advocacy efforts. For infants and toddlers, for whom services are now far less well developed, the overriding needs are an increased supply of programs and the development of training and other means of ensuring quality. For preschool children, it will be necessary to devise a role for the schools, enhance the quality of existing programs, and coordinate the activities of various providers within states and communities.

The Foundation's funding plan consists of three main components, which will be implemented over a three- to five-year period. The first entails support for research, policy analysis, and information dissemina-

tion to assist policy and program development at the national, state, and local levels. The second component funds the design, implementation, and evaluation of demonstration projects aimed at increasing the supply of family day care for infants and toddlers. The last component involves support for the development, implementation, and evaluation of training to enhance the quality of all types of programs.

The Foundation will work closely with national organizations serving children from low-income families. Some of these organizations are already supported by the Foundation—for example, the Children's Defense Fund and the National Resource Center for Children in Poverty at Columbia University. The Foundation is coordinating its grant making in early childhood services with its program on work and family issues. (See the Foundation's program paper *Work and Family Responsibilities: Achieving a Balance.*)

Research, Policy Analysis, and Information Dissemination

The main objective of this component is to address the largest gaps in current knowledge about early childhood programs—areas where information is lacking and sorely needed, and where federal and foundation funds are not forthcoming. Some projects involve basic research; others entail a review and synthesis of existing data. All include comprehensive plans for disseminating study findings to insure that the research will have an effect on policy discussions and program formation. The research focuses on four major questions:

1. *What is the unmet need for and the available supply of early childhood education and child-care programs?* Included are programs that are both regulated and unregulated and that operate under a variety of sponsors. Special attention is being directed to the recruitment and retention of staff, the quality of program operations, and the range of services offered to parents with young children, for example, variable program hours.
2. *What is the role of the public schools in early childhood services?* The focus here is the extent of the schools' involvement, continuity between preschool and elementary school programs, coordination with other educational and care services for young children in the community, and processes by which states legislate funding and policies for these programs.
3. *What is the place of family support programs in early childhood services?* The definitions and theories underlying family support and

the relationship of family support models to publicly funded social services are of particular interest.

4. *What factors affect the quality of early childhood programs?* Particular attention will be paid to the interactions between children and teachers or care givers and staff training in child development and early education.

A number of grants have already been approved to address these four questions. For example, the Center for Public Advocacy Research is studying the use of unregulated family day care by low-income and working-class families to determine how decisions are made to select or provide such care, the quality of care, methods of payment, and effects on children and families. A report on the study's findings will be available in 1989. With Foundation funding, the National Council of Jewish Women is investigating the need for and available supply of child-care programs through its Study of Mothers in the Workplace. The council is surveying employers' policies and benefits and mothers' plans for child care following the birth of a child. Grants to Cornell University for Photosynthesis, Inc., and to the KCTS Association are supporting the development, production, and dissemination of films on the need for child care given changing patterns of work and family life. Support has also been given to the Child Care Action Campaign for research on the economics of child care and the benefits for both the public and private sectors of promoting high-quality, affordable services. As previously noted, researchers at Bank Street College are conducting a survey of early childhood program staff in New York City as a basis for policy recommendations about staff training.

To assess the role of public schools in early childhood programs, the Foundation and Carnegie Corporation have supported an extensive survey by Bank Street College and the Wellesley College Center for Research on Women, as well as policy research by Yale University's Bush Center in Child Development and Social Policy. Funding has also gone to Bank Street College to assess New York City's Project Giant Step, and to the State of Missouri to evaluate its Parents as Teachers Project.

The third major question of interest to the Foundation, the place of family support models in early childhood services, is the key concern of several grantees, including the Harvard Family Research Project, Yale's Bush Center, and Cornell University's Department of Human Development and Family Studies. Comprehensive evaluations of two states' family support models—Missouri's Parents as Teachers program and Maryland's Friends of the Family initiative—are under way. With partial funding from the Foundation, the Center for the Study of Social Policy will convene rep-

resentatives from state legislatures and health, social service, and education departments in the spring of 1989 to discuss family support programs' evaluation and financing, and the place of such services in public welfare systems.

Several Foundation grants address the question about factors affecting the quality of early childhood programs. Researchers from the Child Care Employee Project, the University of Virginia, and the University of Southern California are engaged in the National Child Care Staffing Study, the first of its kind in a decade. The study findings, available in 1989, will provide a demographic profile of staff in child centers and information on their training and job satisfaction, and relate those data to the quality of the programs and their effects on children. A grant to Harvard University's Graduate School of Education is supporting Catherine Snow's longitudinal research on the language development of children from low-income families attending early education and care programs. Preliminary findings, available late in 1989, will help inform policy makers and service providers about ways to improve the quality of early childhood programs and enhance parents' and other adult family members' interactions with their children.

Building the Supply of Family Day Care

The second component of the Foundation's funding plan entails support for the development, implementation, and evaluation of demonstrations intended to increase the supply of family day care. This is the area least well-charted by other foundations and the public sector, and one in which the Foundation hopes to make an important contribution. Five or six large-scale projects will be supported over several years. They will be regional or national in scope, initiated with nationwide replication and institutionalization in mind, focused on the needs of lower-income families, and have the potential for state and city collaboration.

Three projects have already been supported and were discussed earlier: the California Child Care Resource and Referral Network's California Child Care Initiative, Save the Children's Neighborhood Child Care Network Project, and Coastal Enterprises' Child Care Development Project. The first two build on the capacities of information and referral agencies, the third on the strengths of a community development corporation. All involve collaboration between the public and private sectors and include many service providers. Included in each of the three projects are process evaluations and information sharing with the larger child-care community and policy makers.

Staff Training

The third and final component of the Foundation's funding plan involves support for the development, implementation, and evaluation of training to insure program quality. Special consideration is being given to models that have potential for national replication and institutionalization with public funding, that address the needs of children from low-income families, that can be adapted to all types of early education and care, and that can be evaluated in terms of their use and effects.

The centerpiece of this component is the High/Scope Educational Research Foundation's Training of Teacher-Trainers Project described earlier. Because it encourages the involvement of private and public funders and local control and adaptation, the project is helping to reach substantial numbers of low-income children, with expected long-term cognitive and social benefits.

Conclusion

The projects the Foundation supports in research, policy analysis, and information dissemination should provide answers to many questions that bear on public policy debates, program development, and evaluation. In three or four years, the Foundation-sponsored family day-care demonstrations will have been developed, implemented and evaluated. It is hoped that by then plans will also be under way for their national replication and eventual institutionalization. In the next few years, Foundation-funded training projects will have established national and local systems to improve interactions between children and teachers or care givers and enhance the quality of of care-giving environments. Specialized training for subgroups of providers needing specific information and assistance will also have been developed and tested.

The Foundation-supported research, demonstration, and training projects will complement the programs of several other national foundations, notably the Robert Wood Johnson Foundation, the Spencer Foundation, and Carnegie Corporation. The proposed funding also builds on the Foundation's child-care program of the 1970s and the Child Survival/Fair Start program of the 1980s. It extends the latter in terms of the age of children to be served, the emphasis on child development, and the attention to parents' needs in order to help them meet the competing demands of employment and childrearing. As noted, the proposed approach complements activities related to work and family being conducted by the Foundation's Human Rights and Governance program.

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FORD FOUNDATION GRANTS FOR EARLY CHILDHOOD PROGRAMS 1983–1988

Grantee	Description (Duration, starting date)	Amount
Arkansas Advocates for Children and Families 931 Donashey Bldg. Little Rock, Ark. 72201 Contact: Glenda Bean	Documentation and Evaluation of the Pilot Phase of The Home Instruction Program for Parents and Preschoolers (1 yr.-Oct. 1, 1986)	$ 40,000
Bank Street College of Education 610 W. 112th St. New York, N.Y. 10025 Contact: Anne Mitchell	Project to Inform the Public and Policy Debates About School Involvement in Early Childhood Education (30 mos.-Sept. 1, 1985, 5 mos.-Oct. 1, 1987, 1 yr.-May 1, 1988)	$ 297,000 $ 25,000 $ 127,000
Bank Street College of Education 610 W. 112th St. New York, N.Y. 10025 Contact: Robert Granger	Documentation of New York City's Public School Initiative for Four-Year-Olds, a Survey of Teacher Recruitment and Retention, and the Early Childhood Program Staffing Study (1 yr.-Oct. 1, 1986, 16 mos.-Jan. 1, 1988)	$ 300,000 $ 300,000

Grantee	Description (Duration, starting date)	Amount
Bank Street College of Education 610 W. 112th St. New York, N.Y. 10025 Contact: James Levine	Development of Family Day Care Audiocassettes (6 mos.-Dec. 1, 1986, 1 yr.-June 1, 1987)	$ 61,000 $ 50,000
BankAmerica Foundation Department #3246, Box 37000 San Francisco, Calif. 94137 Contact: Rosemary Mans	Research on the Retention Component of the California Child Care Initiative (1 yr.-Mar. 1, 1987)	$ 50,000
California Child Care Resource and Referral Network 809 Lincoln Way San Francisco, Calif. 94122 Contact: Patty Siegel	Planning for and Replication of the California Child Care Initiative (2 yrs.-Jan. 1, 1988)	$ 286,000
Center for Public Advocacy Research 12 W. 39th St. New York, N.Y. 10018 Contact: Caroline Zinsser	Ethnographic Study of Unregulated Family Day Care (7 mos.-Feb. 15, 1987, 1 yr.-Dec. 1, 1987)	$ 50,000 $ 92,000
Child Care Action Campaign 99 Hudson St. New York, N.Y. 10013 Contact: Barbara Reisman	Research on the Economics of Child Care and a Related Conference (1 yr.-Dec. 1, 1987)	$ 50,000

Grantee	Description (Duration, starting date)	Amount
Child Care Employee Project 6536 Telegraph Ave. Oakland, Calif. 94705 Contact: Marcy Whitebook	Child Care Staffing Study (17 mos.-June 1, 1988)	$ 123,300
Child Care, Inc. 275 Seventh Ave. New York, N.Y. 10001 Contact: Toni Porter	Study of Parents' Perspectives on New York City's Public School Initiative for Four-Year-Olds (2 yrs.-Oct. 1, 1986)	$ 267,100
Child Care Law Center 625 Market St. San Francisco, Calif. 94105 Contact: Abby Cohen	Development of a Legal Guide for Resource and Referral Agencies (1 yr.-Nov. 1, 1987)	$ 48,500
Church of the Living Hope, Inc. 161 E. 104th St. New York, N.Y. 10029 Contact: Bruce McKay	Family Day Care Network (1 yr.-July 1, 1987)	$ 44,000
Coastal Enterprises, Inc. Middle St. Wiscasset, Me. 04578 Contact: Ronald Phillips	Child Care Development Project (3 yrs.-July 1, 1988)	$ 230,000

Grantee	Description (Duration, starting date)	Amount
Columbia University 60 Haven Ave. New York, N.Y. 10032 Contact: Judith Jones	Planning for and Establishment of a National Resource Center Focused on Parents of Young Children in Poverty (2 yrs.-Jan. 1, 1987)	$ 900,000
Cornell University Photosynthesis, Inc. 418 N. Tioga St. Ithaca, N.Y. 14853 Contact: David Gluck	Production and Distribution of a Film on Child Care (1yr.-Feb. 1, 1988)	$ 50,000
Cornell University Department of Human Development and Family Studies Ithaca, N.Y. 14853 Contact: Moncrieff Cochran	Manuscript Completion: "Extending Families: The Social Networks of Parents and Their Children" (1 yr.-Aug. 1, 1986)	$ 48,000
Cornell University Department of Human Development and Family Studies Ithaca, N.Y. 14853 Contact: Charles Henderson	Research on Participation in Family Support Programs (1 yr.-Mar. 1, 1988)	$ 50,000

Grantee	Description (Duration, starting date)	Amount
Family Resource Coalition 230 N. Michigan, Suite #1625 Chicago, Ill. 60601 Contact: Gail Christopher	Support for Local Child Care Advocates to Attend a National Conference on Family Support (4 mos.-Aug. 1, 1986)	$ 15,700
Friends of the Family, Inc. 2300 North Charles St. Baltimore, Md. 21218 Contact: Rosalie Street	Support for Evaluation and Technical Assistance on Maryland's Family Support Centers (19 mos. -May 1, 1988)	$ 400,000
Harvard Family Research Project 301 Gutman Library-Grad. School of Education 6 Appian Way Cambridge, Mass. 02138 Contact: Heather Weiss	Harvard Family Research Project (4 mos.-July 1, 1987, 23 mos.-Oct. 1, 1988)	$ 320,000
Harvard Graduate School of Education 6 Appian Way Cambridge, Mass. 02138 Contact: Catherine Snow	Research on the Language Development of Children from Low-Income Families Attending Early Childhood Programs (32 mos.-Nov. 1, 1987)	$ 300,000
High/Scope Educational Research Foundation 600 N. River St. Ypsilanti, Mich. 48197 Contact: David Weikart	Dissemination of the Monograph on the Ypsilanti Preschool Curriculum Project (3 mos.-Sept. 1, 1986)	$ 18,000

Grantee	Description (Duration, starting date)	Amount
High/Scope Educational Research Foundation 600 N. River St. Ypsilanti, Mich. 48197 Contact: David Weikart	Training of Teacher-Trainers Program to Improve the Quality of Early Childhood Education (30 mos.-July 1, 1985, 2 yrs.-Oct. 1, 1986, 3 yrs.-Jan. 1, 1988)	$ 300,000 $ 250,000 $1,300,000
KCTS Association 401 Mercer St. Seattle, Wash. 98195 Contact: Jeff Gentes	Development of Local Coalitions in Response to a Child Care Film (6 mos.-Feb. 1, 1988)	$ 50,000
National Academy of Sciences 2101 Constitution Ave. Washington, D.C. 20418 Contact: Cheryl Hayes	Partial Support for the Panel on Child Care Policy (1 yr.-June 1, 1988)	$ 100,000
National Council of the Churches of Christ in the U.S.A. 475 Riverside Dr. New York, N.Y. 10115 Contact: Karen Collins	Child Day Care Project (2 yrs.-Jan. 1, 1983, 3 yrs.-Jan. 1, 1985)	$ 100,000 $ 150,000
National Council of Jewish Women, Inc. 53 W. 23rd St. New York, N.Y. 10010 Contact: James T. Bond	Partial Support for the Study of Mothers in the Workplace (26 mos.-Sept. 1, 1986)	$ 100,000

Grantee	Description (Duration, starting date)	Amount
National Council of Jewish Women, Inc. 53 W. 23rd St. New York, N.Y. 10010 Contact: James T. Bond	Assistance to Local Sites and Evaluation of the Home Instruction Program for Parents and Preschoolers (9 mos.-Mar. 1, 1988)	$ 50,000
New York Urban Coalition, Inc. 99 Hudson St. New York, N.Y. 10013 Contact: Askia Davis	Special Staff Development Program to Launch New York City's Public School Initiative for Four-Year-Olds (6 mos.-Oct. 1, 1986)	$ 22,800
Pacific Oaks 5 Westmoreland Place Pasadena, Calif. 91103 Contact: Katherine Gabel	Planning and Initial Activities for Pacific Oaks-Pasadena Unified School District's Early Education Partnership (1 yr.-Apr. 1, 1987, 15 mos.-Sept 1, 1988)	$ 50,000 $ 148,000
Parents as Teachers National Center University of Missouri, St. Louis 8001 Natural Bridge Road St. Louis, Mo. 63121 Contact: Mildred Winter	Support for Future Planning on Missouri's Parents as Teachers Project (1 yr.-Mar. 1, 1987, 8 mos.-Aug. 1, 1988)	$ 100,000 $ 300,000
Prospect Archive and Center for Education and Research North Bennington, Vt. 05257-0326 Contact: Patricia Carini	A Long-Term Follow-up Study of New York State's Experimental Pre-Kindergarten Participants (19 mos.-June 1, 1988)	$ 75,000

Grantee	Description (Duration, starting date)	Amount
Save the Children Federation Southern States' Office 1340 Spring St. N.W. Atlanta, Ga. 30309 Contact: Nancy Travis	Neighborhood Child Care Project (6 mos.-Mar. 1, 1987, 2 yrs.-Dec. 1, 1987)	$ 50,000 $ 300,000
Scientists' Institute for Public Information, Inc. 355 Lexington Ave. New York, N.Y. 10017 Contact: Deborah Walter	Media Resource Service's Activities on Child Development and Care (1 yr.-Nov. 1, 1986, 1 yr.-June 1, 1988)	$ 50,000 $ 50,000
University of Virginia Department of Psychology Gilmer Hall Charlottesville, Va. 22903-2477 Contact: Sandra Scarr	Conference—"The Future of Child Care in the United States" (8 mos.-July 1, 1987)	$ 23,600
University of Wisconsin 500 Lincoln Dr. Madison, Wisc. 53706 Contact: Larry Bumpass	Research on Patterns of Maternal Employment and Child Care (18 mos.-July 1, 1988)	$ 50,000

Grantee	Description (Duration, starting date)	Amount
Wellesley College Center for Research on Women Wellesley, Mass. 02181 Contact: Michelle Seligson	The School-Age Child Care Policy Project (1 yr.-Jan. 1, 1987)	$ 156,000
Wellesley College Center for Research on Women Wellesley, Mass. 02181 Contact: Michelle Seligson	Support for the School-Age Child Care National Policy Leadership Seminar (4 mos.-Nov. 1, 1986)	$ 50,000
Wellesley College Center for Research on Women Wellesley, Mass. 02181 Contact: Michelle Seligson	Support for School-Age Child Care Project (2 yrs.-Jan. 1, 1983)	$ 130,000
Wellesley College Center for Research on Women Wellesley, Mass. 02181 Contact: Michelle Seligson	Seven Workshops to Disseminate Information on School-Age Child Care to School Administrators (21 mos.-Feb. 1, 1985)	$ 40,000
Yale University Bush Center in Child Development and Social Policy Box 11A-Yale Station New Haven, Conn. 06520 Contact: Edward Zigler	Research and public education on family support and early childhood education and care (18 mos.-Jan. 1, 1988)	$ 400,000